SAFETY

Two Sections · Section One

EDITOR'S NOTEBOOK . . .

In safety education, persistence . . . and the practice that results . . . pays off.

For proof, take a peek at our cover, where Kay Horner, daughter of Jack Horner of the National Safety Council Public Information Department, demonstrates determined persistence to ride well the sidewalk vehicle long ago conquered by her older brothers and sisters.

Our cover picture was taken a year ago this season; we can now report that pre-schooler Kay was soon skimming blithely and safely down the suburban sidewalk. This spring she's conquering a newer and more advanced wheel, with the same tongue-in-teeth determination.

Tongue-in-teeth seems to be a typical feminine pose when testing one's ability on a wheel. Typical, that is, if we compare our cover with the picture on page five, where another young lady . . . this one in Ajo, Arizona . . . demonstrates her ability to ride her bike properly.

For a picture of the personal satisfaction that results once the personal or school-sponsored bike test has been passed, turn to page two and the start of our feature story on how Ajo trains its young people for safe bike-riding. Our star this month, selected from the large number of youngsters pictured in the 1954 Ajo National School Safety Honor Roll exhibit, dominates that page. We call him Bob simply for story identification. Ajo may know him in actuality as Tom, or Tim, or Johnny. And he'll probably remind you of someone in your school with quite another first name. The name is not important. But Bob's demonstrated safety and satisfaction aboard his bike are quite important.

Bike tests do not dominate this issue, however. This month the driver education instructor is also presented with a test . . . this one to use on himself. Devised by long-time expert A. R. Lauer of Iowa State College, "What's Your Score" asks the driver education instructor some pertinent questions for today . . . and for his course work next year. Also in this issue:

- Vivian Weedon of the National Safety Council asks some questions of elementary teachers . . .
- the magazine reports the results of some survey questions asked of parents in New Jersey last spring . . . and
- a survey of accident facts regarding Cincinnati young people, aged 5 to 18, is reported by Irmagene Holloway of that city.

There is also, beginning on page eight, our forum-in-print for the month, this one on school plant safety . . . and the history of the college safety group in the United States, plus its future potential, is outlined by Wayne Hughes beginning on page 12.

SAFETY EDUCATION this month thus takes you from elementary through college safety, points out some facts at every level. We hope you find the facts useful . . . and that you will, in turn, report similar facts and future possibilities to us from your home town.

Alice M. Robison

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A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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Alice M. Robison, Editor
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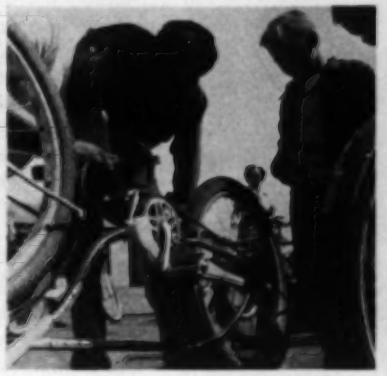
AJO Encourages *Safe* Riding

Teachers and parents assume children know more about safe riding than they do. There is a definite place in curriculum construction for instruction in bicycle riding techniques. Here is a complete bicycle safety program as developed last year by the students, PTA and local interested citizens for Ajo, Arizona, Elementary School.

Bobby has good reason to be proud! He's a full-fledged member of the Bicycle Safety League of Ajo, Arizona. Pictures above show steps he had to take for the honor. . . .

Bike safety begins for Bobby, and more than 400 other children in Ajo, Arizona. Pictures for left to right: A long line of youngsters and their bikes await registration by their mothers; registered, Bob watches as a friend gets her slip; Bob's bicycle is inspected; brakes are tested.



IT'S an annual, national phenomena. The spring sun melts the snow and cleans off the sidewalks. And, in the many communities where the bad weather has kept them locked up for months, the bikes come out on the sidewalks and streets once more. Some of the wheels are new; their young owners are even newer at the serious business of safe riding.

It is encouraging that, more and more in recent years, this annual, national phenomena has been the occasion not just for anxiety on the part of parents and teachers but also, and more importantly, for activity to insure safe and happy bike riding in every community.

The complete bicycle safety program pictured on these pages, as carried out at Ajo, Arizona, Elementary School last spring, is representative of many that are in progress elsewhere at the moment . . . perhaps of that at your school. But two things are unique about the Ajo program (other than the fact that in this city the bike problem is not only seasonal but year-round). Uniquely, at Ajo:

first, the bike safety program originated with the students themselves . . . with the junior safety council . . . and

second, it enlisted the aid of not only parents but also a number of local citizens, ended with this group organizing as a citizens safety committee established to coordinate the work of the school with that of the home and community.

When the boys and girls of Ajo started their bike program last year, they began with a survey. The survey revealed, among other important facts:

- that there was no state or local regulation requiring registration or licensing of bicycles. (A legislative act delegated registration to the power of local authorities. Ajo is an unincorporated town; to be effective an ordinance would have to be county-wide.)
- there were 497 bicycle owners, grades one to eight, in the town.
- Ajo cyclists were failing to observe stop signs at a major intersection; were failing to give proper hand signals in the downtown area around the park, were weaving in and out of traffic, especially during the rush hour; were causing hazards through careless parking downtown; were riding double and triple; were even stunting (though this was by junior high riders and high school freshmen, not elementary school children.)

Following the survey plans were drawn up for a definite bike safety program at the elementary school level. The program delegated certain responsibilities to the home, the community, and the school. Briefly, the school would create proper attitudes, disseminate information, and educate for safety. The home would enforce and supplement this information. The community would provide and enforce proper legislation, make provision for registration of bicycles, provide adequate parking facilities, and the like.

The school began its program immediately, with the PTA as volunteer co-sponsor. Motor

Pictures left and down: Bike Safety "School" begins: Arm out, ready for a left turn, the children learn correct signals; signalling while riding means a balancing act taking practice to master; riding a straight line isn't as easy as it looks.

vehicle laws and regulations were defined. The duties of the sheriff's office were outlined ("to keep people from hurting themselves or causing injury to others.") Safe riding principles were gone over in the classroom. Then bikes were brought to school, their various parts studied to determine use. Demonstrations of safe riding began.

It was then that teachers and assisting members of the PTA learned, much to their surprise, that many youngsters could not control bikes well enough to signal, could not make an emergency stop, could not stop within certain limits, and showed panic in traffic situations. In fact, they learned that many of their children were riding bikes to school and downtown *though they could hardly balance themselves on the bicycles.*

Bicycle Week, mid-March, was the highpoint of the program. Members of the PTA registered bikes each afternoon at school, with PTA, service and fraternal organizations paying for the registration materials. Students were allowed time from their classes to register. Each bike owner received a license tag, an identification card, a set of rules, and a copy of the Arizona Code regarding bikes. High school students assisted by stamping serial numbers on the main frames and attaching license plates to the bikes.

In all, 427 bicycles were registered during the week; records were placed on file in the elementary office and the sheriff's office. But another important activity was also carried

An obstacle in the way! Children get practice in emergency stops. Below left: A bench and crippled classmate mark the obstacle. Below: Whoops! Down goes the bench. More practice needed.

on during registration week. With Saturday would come a field day of skill tests on the playground. During the week, as each child registered his bike, he was also briefed for these tests. Instruction was given in balance, traffic control, pedaling and braking, maneuvering, mounting, meeting obstacles, slow ride, emergency stop, quick direction change, signalling, and other important skills.

On March 20 the tests themselves, successfully passed, resulted in reflective tape on the rear fender of all bikes, decals on the front, and safety league membership cards given to participants. The safety league cards later admitted the young bike riders to one show free of charge.

"The Ajo Parent-Teacher Association, the selves evaluate their bicycle safety program and its continuing results? Thus, as quoted from their exhibit prepared for entry in the National School Safety Honor Roll Program last year:

"The community was alerted to the need for bicycle instruction, proper legislation and enforcement of regulations, more downtown parking facilities and cooperation of all agencies.

"The Ajo Community Safety Committee was formed and local service organizations are making arrangements to back the safety movement by the appointment of representatives to this committee and by planning to assist it financially.

"The Ajo Parent - Teacher Association, the Pima County PTA Council, and the Ajo Community Safety Committee are sponsoring the movement to obtain a bicycle ordinance that will be county-wide."

Added to the instruction in safe bike riding already given to their young people, these continuing Ajo efforts represent quite worthwhile results from the program. And in the event you have never staged a complete bike safety

Continued on page 16

The Big Day of final tests arrives! Top: concentration on "Change of Balance" test brings out the tongue (evidently a feminine trait, see cover). Middle: Riding in a straight line is serious business for this youngster. Bottom: Victorious! Having passed final tests, this girl gets her safety membership card. She is now a certified safe cyclist.

Below: At last! Children learn to stop at a safe distance from obstacles. Pre-tests showed this was a skill many youthful bike riders just didn't have.

Special:

to elementary teachers only

by Vivian Weedon
Curriculum Consultant
National Safety Council

Do any of your students believe it is always best to run from a dog that frightens them? A surprising number of boys and girls hold this dangerous belief.

The 1954 accident facts in the five to 14 age group raise some pertinent questions . . . for you.

IS OUR conceit showing? For years and years we have proudly pointed to the accident death toll of the 5 to 14 year olds as the best in the nation.

In 1954 decreases in accident tolls according to preliminary reports were shown in every group *except* the 5 to 14 year olds.

But, you will say immediately, there were more 5 to 14 year olds in 1954 than there were in 1953. And you would, of course, be absolutely correct. There was a 4 per cent increase in the 5 to 14 population; no appreciable increase in the number of deaths; so the rate actually was lower in 1954. As a matter of fact the 5-to-14 death rate in 1954 was the lowest on record for any group. For the 5-to-14 year olds, the death rate in 1953 was 21.4; in 1954, 20.5. In 1954, the next lowest death rate was that of the 25-to-44-year-olds, 45.2. Further, the trend for the past three years for 5 to 14 year olds has been steadily down.

However, before we start patting ourselves on our backs too strenuously let us think again what the increase in population means. Even if we hold the line as far as rate is concerned the *total* number of boys and girls killed in accidents will go up as the population increases. At present, it looks like the 5 to 14 population may rise to 36 million in the next few years, from the 1954 total of 29 million. If we only hold the rate at the present level, accidental deaths will increase from 6,000 (last year's total) to 7,400.

Does this not mean that we must re-double

Some children actually believe that looking into the sun can never hurt their eyes.

our efforts at the elementary school level to keep the over-all toll down? Does it not mean that we should stop, look over our activities in safety education and re-evaluate these?

Here are some questions which may help you to take those steps necessary to create the difference between accidents and no accidents for many children, life and death for a few.

1. *What does the accident record for your school show?*

   In all probability you will have few, if any, records of accidental deaths to the boys and girls in your school. A careful analysis of these accident records for both out-of-school and in-school activities may reveal potentially fatal practices. Any information you can secure about accident experience of individual children should help you to furnish the most valuable guidance needed.

2. *What safety misconceptions have your pupils?*

   Perhaps you will recall a year or so ago SAFETY EDUCATION ran a report of a study by Joseph G. Dzenowagis, now at Michigan State University, formerly of Boston University. Some of the misconceptions which Dr. Dzenowagis found among 5th and 6th grade children were:

   - It is usually safe to go in swimming alone if you know how to swim.
   - A bullet cannot go off unless fired by a gun.
   - Bicycle riders should ride on the left hand side of the road to be safe.
   - It is safe to use toothpicks or match sticks for removing wax from ears.
   - Looking into the sun can never hurt eyes.
   - The best place for shelter during a thunder storm is under a tree.

   Your children may not have these particular misconceptions. But it wouldn't be too hard to prepare a test and find out the dangerous ideas your pupils do have.

3. *Can you see evidences of growth in the ability of your boys and girls to solve problems involving hazards?*

   One five year old kindergartner who, when the school term began, was always in the middle of every fight, always getting bumped or "biffed" himself or always bumping or "biffing" someone else, came to his teacher early in February and complained, "The guys are making fun of my name." In the moment's hesitation before the teacher replied, he took a deep breath and said "I guess I'll just have to try to ignore them." A sign, albeit possibly momentary, of real growth.

   It is more difficult to evaluate this type of growth than it is to test safety misconceptions but some indications can be secured and you will find it gives you a real sense of accomplishment.

   Often it is not only the individual child but the group working together that shows progress.

4. *Have you recently made contact with parents relative to safety?*

   Safety education is certainly one area in which the schools cannot work alone. Unless you have the cooperation and support of parents your tasks in safety education will be much harder.

   There are many ways of reaching parents. If you have a PTA or any type of parent organization, perhaps they will take it on for themselves. Notes from the children to the parents or a good, old-fashioned safety round table are ways. You will probably think yourself of many other ways.

Recently a student who was doing her first practice teaching said to her supervisor "You have shown me that teaching can be creative!"

Teaching certainly can be creative. And in pulling down the accident toll the creativity of each elementary school teacher is called forth●

HALLS AND HABITS

LAWRENCE B. PERKINS
Perkins & Will, Architects
Chicago, Illinois

I am told that safety is an attitude. I am also told that the business of architecture, as distinguished from engineering, is to create attitudes. Architecture, like any other art, has for its justification the transmission of a mood . . . not necessarily the mood of the architect but the mood he wishes his audience to feel. A musician can make his audience exalted or depressed, depending on his skill in composition. So can an architect.

You mention corridors. The desirable composition is to achieve a mood or attitude of serenity, cheerfulness and confidence. These are certainly the conditions opposite to those of an accident-prone person. Such a person would, among other things, be confused, excited and mistakenly fearful. Architectural design can effectively influence . . . I would almost say control . . . group attitudes in either of these directions.

First, negatively:

It is the unknown that terrifies, they say. Very well, let's keep the corridors fairly dark. The inability to hear distinctly through reverberating sounds and a generally jittery atmosphere can produce confusion. Confusion and fear can induce perhaps not panic itself, but a higher rate of accidents than need exist.

To design such a corridor the formula is simple. The walls should be built with glazed brick, the ceilings should be relatively high, the lights should be spaced 30 feet apart and be low in candlepower. The janitor probably will have substituted 40 watt lights for the 100 watt lights originally called for. The floors should be of terrazzo since this will reflect every noise. The ceiling should be of hard finish plaster. The color scheme . . . wherever there is one . . . should be dark brown. Such a corridor will be a maintenance man's dream of trouble-free space . . . and a safety man's nightmare.

To produce the opposite emotion in a group of people in a corridor, obviously one does the opposite things. An asphalt or rubber tile floor, a nine or even eight foot ceiling would be starting points for a relatively accident-free corridor. Go on from there. Cover the ceiling with the maximum acoustical deadening possible. Open the side wall into the adjoining rooms with the maximum glass possible. This glass has the double purpose of admitting light into the corridor and admitting view and a sense of space out from it. This is a very important offset to the cavernous, fearful quality of most corridors. Lastly, burn plenty of light or else admit plenty of sunlight into the corridor through sky domes or reasonably frequent lighting fixtures.

It should go without saying that projecting drinking fountains, sharp corners and other obstructions which would inflict injury on the thundering herd of metaphorical elephants should be minimized as far as is practical. But far more important than this is the concept that the herd can be tamed by architectural means so that it won't thunder.

forum-in-print

We asked this question:

Is school plant safety best assured by structural planning, administrative operation, or student conduct? Take corridors as an example. If you are building a new school, what can you do now and later to assure safety in this area? If you are operating in an older plant, what can you do to correct a hazardous corridor situation?

C. W. DEMENT
Safety Engineer
Department of Safety and Security
Purdue University

School plant safety cannot be assured by any one thing or person. It depends upon an intelligent combination of structural planning, administrative operation and student conduct.

In planning a new school, structural planning for safety is very important and should be given careful scrutiny to be sure no "built-in" hazards are included.

Speaking specifically of corridors: they should be wide enough to handle peak anticipated traffic without becoming congested. They should be well-lighted, preferably with some natural lighting, and cheerfully painted or decorated. They should be free of obstructions or protrusions. The floors should be surfaced with a material which is not excessively slippery even when wet (as on rainy or snowy days) and with a material easy to keep clean. The direction of exit travel should be immediately apparent on entering the corridor. Artificial corridor lighting and exit lighting should be on an electrical circuit completely separate from all other building lighting and should be connected to an emergency power supply equipped to operate automatically in case of failure of the primary supply.

In the case of an old building, accident hazard in corridors can frequently be reduced by improved lighting, resurfacing of floors, redecorating in light, warm colors and highlighting obstructions, if any. Corridor width in older buildings is frequently insufficient because of lockers or other items stored in them. While it is recognized that storage space is often a problem in the older building, every effort should be made to provide separate locker and/or storage rooms so that the full corridor width may be available.

In either an old or a new school, administrative operation is important. So also is student conduct, though it seems to me that this latter is largely dependent on the former. Administrative operation should be directed toward teaching the student to live safely in any environment, whether old or new.

In either an old or new building proper maintenance is also important if accidents are to be kept to a minimum. Without good maintenance a new building becomes old in rapid order and an old building soon becomes untenable. Therefore maintenance (a phase of administrative operation) is a vital part of school safety.

School is out. Putting coats on with one hand, the children hurry out the door. Whether there will be accidents in corridors, depends much on conduct of the youngsters. But designing safety into corridors is important too, say school plant experts.

JAMES E. GARLAND
Director, School House Planning
Board of Public Instruction
Dade County, Florida

I think one of the areas most over-looked is that of consistency of surface. I find that children tend to have accidents mostly where they move from a relatively rough area of a corridor to a relatively slick area. On the other hand, if this same degree of slickness were provided throughout the school, they would not fall as much. We have decided the reason for this is that the body makes an adjustment to the type of surface. When this surface is suddenly changed, the body does not readjust in time to prevent accidents.

Such points as gradual changes in elevation and lack of projection into the corridor are just good, sensible planning. However, I do not believe it is possible to erect a building where children cannot hurt themselves if they jostle and are otherwise uncontrolled in the corridors. Here we meet on the common ground of reasonable economy in construction and maintenance plus the realization that personnel must take some of the responsibility for proper use of the facilities.

SAMUEL E. FLEMING
Superintendent of Schools
Seattle, Washington

In designing school buildings, architects and school administrators are very much concerned about facilitating easy and convenient traffic flow. This means that buildings are made safe for traffic, provided students do not indulge in shortcuts or in boisterous, rampant movement in getting from one place to another.

I have known of several traffic accidents occurring in corridors and on stairways. But I have never known of a single case in which an accident occurred excepting with the human agent . . . the student . . . at fault. I would be willing to go almost as far with reference to traffic accidents on playgrounds.

The school building is used by a great many people simultaneously. To that extent it represents a community, sometimes a sizeable community. Many of the traffic perils that exist in any community exist in a building for those who are indifferent or careless.

V. HARRY RHODES
Commissioner of School Buildings
Board of Education
St. Louis, Missouri

I believe that safety education is integrated with all the various functions of education and that the human element is so vital to the subject . . . not only from the execution angle but also from the planning and equipment of the facilities to be used . . . that safety rules and regulations should be automatic with the teaching staff, the students, and the operating personnel.

In new construction serious consideration should be given by qualified architects and engineers to: stairway design and adequacy, type of corridors, the surface treatment of the traffic areas.

Stairways should be wide enough, with rails, treads, and risers of proper proportions, and should be adequate in number and strategically located. There are good treads in several types of materials available for covering worn wood, metal or concrete steps. Hollowed out treads can be built up before application.

Corridors should be wide enough to accommodate the maximum traffic without crowding, should never be dead-ended, should always be properly lighted and provided with exit signs.

Corridor and stair surface finishes should be protective but skid-proof.

In new construction all corridors and stairways should be fireproof. In older schools every possible effort should be made to provide fireproof, or at least fire resistive corridors and stairways.

Many school districts have schools in use on which construction dates back to post Civil War days. Our economy may not allow us to junk our old schools in one fell swoop, but if we keep our children in these buildings, our moral obligation, if not our economy, demands that we take certain safety measures.

So often we are willing to talk about safety instead of doing something about it. Safety education is not a one man job; the answer concerns us all.

N. E. VILES
School Housing Section
Department of Health, Education and Welfare
U. S. Office of Education
Washington, D. C.

School plant corridor safety depends on adequate structural planning, administrative operation, and student control.

The first step is to provide safe corridors. These may be of fire resistive construction on all sides, open into fire resistive stairwells, and have properly designed stairs and exit facilities. On the other hand they may be of non-fire resistive construction if the building is not more than one story in height, if adequate exit ways are provided, and if the dangers from sudden or flash fires are eliminated.

A second phase of corridor safety depends on administrative practices. Such practices should prevent the development of slick floors, should assure that handrails and stair treads are adequate, and that exit lanes and doors are open for free egress at all times when the building is occupied.

Pupil control is also an important factor in corridor safety. Such control will pre-suppose that pupils move up and down the corridor in orderly fashion, that there is a minimum of loitering and blocking in the corridor, and that pupils' equipment and supplies not be left where they may impede orderly traffic.

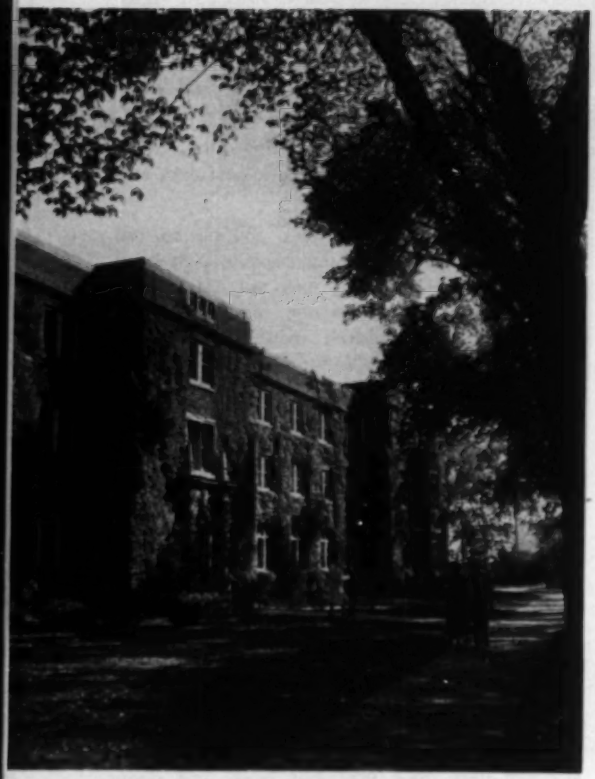
A teacher described the equator as "an imaginary line running around the earth." One of her pupils gave it back to her on an exam as "The equator is a menagerie lion running around the earth."

Moral: Don't just tell 'em . . . show 'em!

A Look Back . . . and Forward

Occasioned by the Second National Conference on Campus Safety, scheduled for the University of Minnesota this April 18-20, here is an overview of campus safety activities to date.

by Wayne P. Hughes
Director, School and College Division
National Safety Council



A self-contained "college" where delegates can attend sessions as well as get meals and housing, the University of Minnesota Continuation Center is an ideal spot for April campus safety meeting.

THE Second National Conference on Campus Safety will be held at the Center for Continuation Study on the Minneapolis campus of the University of Minnesota, April 18-20. The Conference is sponsored jointly by the University and the National Safety Council.

The occasion of the conference seems an opportune time to review the work that has been done in this area. For this group, still a small one, has grown tremendously in the last few years and has the potential to be one of the most influential forces for safety in the United States.

The group made its first appearance in 1950, at the School and College Sessions of the National Safety Congress and Exposition, as part of a session devoted to higher (primarily teacher) education. The title of that campus group panel is interesting in light of later developments: "How can we secure safety for college and university employees?" It is also interesting that there were five persons on the panel . . . and not more than double that many in the audience with specific interest in the topic.

The following month a meeting was held in Cincinnati, called by the National Commission on Safety Education of the National Education Association. One of the six work groups at that meeting was devoted to "safety in the college community." The report shows clearly recognition of the two aspects of the program, instructional and operational. The final sentence of that report is worthy of repetition:

". . . we have a two-fold value of a college community safety program: first, it provides the safe environment essential to campus living; and, at the same time, it sets a behavior pattern which will enable the future citizen to evaluate safety and safety performance throughout his life."

The following October the Congress higher education session was devoted entirely to the

subject of "where do we go from the Cincinnati conference?" The campus group spent its time at the meeting deriving the implications of the report on "safety in the college community."

This group has tossed the phrases, "campus safety" and "safety in the college community" back and forth. The latter term is open to some misinterpretation as meaning, perhaps, the town in which the college is located. Most "campuses" are in truth of themselves complete communities. And, of course, close working relationships between those in charge of safety in "town" and "gown" are essential.

From 1952, the campus group under the direction of John W. Hill, Texas A & M System and Vice-Chairman for Education of the School and College Conference, has taken over the higher education meeting of the Congress entirely. In the spring of 1954, The First National Conference on Campus Safety was held on the campus of the University of Illinois.

Success of this first meeting is indicated by the fact that when the group met at Chicago last October to determine if and where the Second National Conference should be held, they had to choose from among attractive invitations from five universities.

As in their work on their own campuses, the men in the campus safety group cooperate closely with all program areas of the National Safety Council. Although their direct channel with the Council is through the Vice-chairman for higher education of the School and College Conference, there is a very close tie-in with the Industrial division. Practically all, if not actually all, commercial endeavors can be found on the college campuses of the United States. Many of the problems faced by these men are similar to those faced by members of the Public Employee Section and a college sub-group of that Section is maintained. Tie-in with the farm division is especially close for those members of the group on campuses with agricultural colleges. Work of the campus safety group also cuts across that of the Home and Traffic divisions. And many of the members of this group are also members of the American Society of Safety Engineers.

Although built on the conference last year at Illinois and on the Congress session over the years, the Second National Conference will offer plenty of opportunities for the novice in the field to ask questions and participate in discussion.

Among scheduled speakers are William Cox, Jr. of the Georgia Institute of Technology and president of the American Society of Safety Engineers, who will talk on the integration of safety into the general curriculum; John J. Ahern, Illinois Institute of Technology, who will discuss fire safety; Otto Teegan of the State University of New York, who will deal with the contribution of sound architecture to the campus safety program; Fred R. Ingram of the University of California, who will take up occupational problems; and Richard G. Bond of the University of Minnesota, who will deal with the very important area of safety standards for off-campus housing.

Other areas under consideration will be safety in traffic and parking, intra-mural athletics, radiation, shops and laboratories. The conference will also provide discussion of the special safety problems of the agricultural campus. The National Safety Council will be represented by Roy Benson, Assistant Director of the Industrial division, and by myself.

As the Center for Continuation Study is a self-contained college with complete conference facilities, including eating and sleeping accommodations, there will be maximum opportunity for conferees to continue discussions after hours. There will be a small conference fee; costs for room and meals are low. To reserve space at the conference contact C. G. Michaelsen, Student Health Service, University of Minnesota, Minneapolis 14.

In a study made by the campus safety group in 1951, only six of almost 2000 institutions of higher learning surveyed reported that they knew the accident frequency rates for their employees. The rates for half of these universities exceeded the all-industry rate reported to the National Safety Council. Although similar figures are not available on the number of institutions which keep accident records for their students, our information indicates that there are many institutions which either do not have or do not use this information. An encouraging project on student accidents is now in progress with the American College Health Association.

The switch of interest in the campus group from employee accidents in 1950 to curriculum integration in 1955 shows how the scope of action for campus safety is enlarging. The problem is so enormous that no man or group of men can attempt to solve it alone. Techniques through which the overall resources of the university are mobilized to stop accidents and to prepare a citizenry capable of coping with the hazards of our time are needed. The Second National Conference will undoubtedly take a long step in this direction●

"It is a summer day and Mrs. Thompson is alone in the house bathing her seven-month old infant. Next to the bathinette there is a table on which she dries and dresses the child. The doorbell rings. What should she do?

1._____Dry the baby, wrap him up in a blanket or large towel and place him on the table next to the bathinette.

2._____Place the baby in a sitting position in the bathinette, go to the door and ask the person to wait until she has finished.

3._____Quickly dry the baby, wrap him up in a blanket or large towel and take him with her when she opens the door.

4._____Not answer the doorbell."

Education . . .

the important factor

New Jersey PTA Survey indicates education to be a principal influencing factor in safety

THE question above is the first of 16 situations presented to members of the New Jersey Congress of Parents and Teachers last spring in a survey which tested their knowledge of safety for the young child.

Distributed to a 10 per cent sample (30,000 persons) of the entire membership of that organization, each of the 16 situation-questions on the survey, as this one, offered four plausible answers. Only one of these answers was adequate for safety. The other three were always undesirable . . . in some cases indicating overprotectiveness, punitiveness, or lack of recognition that a problem existed.

Today the results of that survey, as processed by the National Safety Council, are known. They indicate one important fact: *education is (and can be) a principal influencing factor in safety.* For education was a principal determining factor in the answers given to the questionnaire—high school and college trained PTA members in New Jersey gave the best selection of replies.

For example: of the women answering the questionnaire, those who lived in better houses did better . . . but they also had more education. When their husbands were professional men, they did better . . . but they also had more education. Those with more children did better . . . but they also had more education. Those in some counties did better . . . but they also had more education.

The survey analysis states it this way:

"It is difficult to avoid the conclusion that education is a principal influencing factor. Knowing what to do in these situations apparently is not entirely intuitive. It is something that must be learned.

"If the assumption is accepted that none of these respondents was exposed to more *safety* education than others, and if general education (non-safety) is an influencing factor, it also seems reasonable to assume that specific safety education would be equally, if not more, effective in preparing to deal with injury potential situations."

In general the variation was sharper between

the grade school and high school levels than it was between high school and college levels. In fact, for several situations, the respondents with high school education did as well or better than those with college educations. Specifically, those with a grade school level education answered 72 per cent of the situations correctly. Those with a high school education answered 78 per cent correctly, and those with college level, 81 per cent.

On the basis of the sampling there seems to be a rather high level of knowledge of child safety in the New Jersey PTA membership. To five of the 16 questions 90 per cent or more of the respondents gave the preferred answer. On five more questions, 80 per cent or more gave the preferred answer. Only three questions were answered incorrectly by more than 40 per cent of those questioned. Interestingly enough, one of these three was the question cited at the beginning of this article.

To check your own conclusion against the considerations of the experts who fashioned the questionnaire: the situation outlined above is answered best by number 3 . . . because, in summer, a seven-month old child would not be in danger of drafts. Fifty-three per cent of the New Jersey women checked this answer. Forty-five per cent chose answer number 4. If this was your choice, the experts agree that it would have insured the baby's safety but state that it represents greater caution than necessary.

The 30,000 New Jersey women who constituted the survey sample were determined by checking off every tenth person on each local PTA membership list. To prepare the women for the questionnaire a live round table radio discussion of the study (which did not reveal the questions) was recorded and re-broadcast over 17 stations. There was also newspaper publicity.

Following the publicity, interviewers appointed in each local PTA unit visited the persons to be interviewed. The interviewers received carefully prepared directives for distribution and collection of the questionnaires, stayed with the person surveyed until the form was completed in each case . . . to guarantee that no one else helped the "interviewee" with the answers. The filled-in and collected forms were sent in bulk to the National Safety Council for processing.

A full report, "Analysis of the New Jersey Questionnaire on Home Safety for Young Children" is now available from the statistics and research division of the National Safety Council. Copies of the questionnaire may also be obtained by writing Renee Zindwer, M.D., chief, bureau of maternal and child health, New Jersey State Department of Health, and asking for "What's Your Answer."

Both the report and the questionnaire . . . and particularly the latter . . . may be useful to school people in focusing attention of parents on both the need for safety education and what the parents themselves do not know about safety in their homes. Suggested: a PTA meeting built around the situation-questions of the survey. Dr. Zindwer says the questionnaire may be used in other parts of the country, although if any of the material is reproduced a courtesy letter should be sent to the New Jersey State Commissioner of Health, Daniel Bergsma, M.D.

The New Jersey survey was sponsored by the Congress of Parents and Teachers in that state, the New Jersey State Department of Health, the New Jersey State Safety Council, the New Jersey Chapter of the American Academy of Pediatrics, the Medical Society of New Jersey, and the National Safety Council●

Would You Like Help With Your Program?

THE National Safety Council was organized over 40 years ago to provide a center where safety ideas could be collected and exchanged. The library was established so that there would be one focal point within the Council where this information could be received and dispensed. During this time a wealth of information has been accumulated as a result of the intense interests of various groups. Also, during this time many have profitably used the library.

The National Safety Council hopes to make its library even more serviceable to those interested in accident prevention. It expects to continue to grow as a center for the receipt and dissemination of safety data techniques, and ideas—to serve as a clearing house which can provide the answers or the source of the answers to any safety problem which may arise.

If you have solved a safety problem with the help we have sent you or by some original plan or technique of your own, please send us a résumé of the problem and its solution. If you have written a paper or made a special study carrying safety progress forward, we welcome your contribution. Information of this type is most helpful to others faced with the same or similar problems. The library will be happy to receive and pass on to others any and all such information its friends may furnish.

Ajo Encourages Safe Riders

(Continued from page 5)

program of your own, now wish to start, this additional advice from the Ajo exhibit may be both helpful and further inspiring:

"Teachers and parents assume that children know more about safe riding than they actually do. There is a definite place in curriculum construction for instruction in bicycle riding techniques. Because children are able to give proper signals in the classroom or in the living room at home, we assume that they can do so in traffic. The tests proved the fallacy of this assumption. A child's control of his bike may require his complete attention, so that he needs much practice before he can do both at the same time.

"(Our) skill tests were given on Saturday. A better time might be Friday afternoon when school could be dismissed for that time. More students would participate and parents might come to see children perform. There is a definite need for parent education.

"Bicycles generally were not in good repair. A movement has been started to provide proper facilities. At the time the exhibit was prepared there was no bicycle shop in Ajo. Parents were alerted to the need for good mechanical conditions for bikes.

"Registration provided most students with a sense of greater individual responsibility. There's a noticeable improvement in observance of regulations, parking bikes at school and downtown, and most students are making a sincere effort to be safe riders."

The last should prove reward enough for the bicycle safety work of a parent, teacher, or interested member of any community●

In Darien, Connecticut. . . .

The bicycle safety program enlists cooperation of staff, students, parents, and cooperating agencies.

S. P. Marland, Jr., school superintendent in Darien, reports: "A friendly policeman starts by giving bicycle safety talks and films in grades four through seven. These cover rules of the road, signals, etc. Next follows two weeks of intermittent classroom emphasis on bicycle safety."

Concluding the Darien program is Bike Safety Day, a Saturday event involving parents, who register bikes and test the childrens' driving skill. Mechanics check bikes for condition.

When a youngster has passed all the tests, a Darien bicycle marker is attached to his bike, "for identification, and, we hope, a feeling of pride!" says Marland.

What's

Test yourself to discover whether you are . . . or are not . . . a first class teacher of driver education, suggests

A. R. Lauer
Professor of Psychology
Driving Research Laboratory
Iowa State College

IT IS likely some of the finest, as well as some of the poorest, instruction is being carried on today under the heading of driver education.

After 16 years of supervision of beginners as well as instructors . . . coupled with a four-year study of the effects of driver education . . . we consider this comment logically sound and a fairly true representation of affairs as they stand.

One reason for sub-standard teaching today is the fact that instructors are inadequately trained. In many states an instructor need only attend a one-week course of 40 classroom hours to be qualified as a teacher of driver education. The State Departments of Public Instruction are somewhat at fault on this score; they can usually set the standards for their teachers without any mandatory change in legal requirements for approval of subject matter.

Every driver education instructor should ask himself or herself these questions and be able to give the right answer if he expects to be classified as a first-rate instructor.

1. Have I had an equal number of hours of approval credit for teaching driving as I

Your Score?

would need for teaching any other subject . . . such as physical education, mathematics, history or similar standard school course?

Yes____ No____

2. Do I attend and take part in meetings of my respective educational and driver education organizations, read the current periodicals, and otherwise keep up to date?

Yes____ No____

3. Do I try to analyze my students and adjust the work to fit their capabilities?

Yes____ No____

4. Have I ever attended a refresher course since I was hired as a driving instructor? If so, did I make some contribution to this particular course?

Yes____ No____

5. Do I put in my spare time (a) preparing to be a better instructor, or do I try to (b) capitalize on it to make outside income?

(a) Yes____ No____

(b) Yes____ No____

6. Am I conversant with the newer types of visual aids and other teaching devices such as models for teaching driving?

Yes____ No____

7. Do I have an accumulation of sections of tires, automobile parts, types of oil, and the like, which can be secured free of charge for use in demonstrating certain principles of maintenance and car preventive maintenance to my students?

Yes____ No____

8. Do I use a text book in my instruction or any manual in which students are required to do some home work?

Yes____ No____

9. Do I ever make any home visitations in order to check up on how the parents are reacting to my course or how the students are getting along with the family car?

Yes____ No____

10. Have I made a follow-up of my students

to find out whether they are driving any better than those who have not had the course?

Yes____ No____

11. Do I pitch the course at the same level for all students, including girls and boys?

Yes____ No____

12. Do I present traffic problems in class and let students work out the best possible action in discussions of real, fictitious or hypothetical accidents which would help them to become better defensive drivers?

Yes____ No____

13. Am I satisfied to coach my trainees to pass the driver license examination?

Yes____ No____

14. Could I give my superintendent the titles and producers of five good films which would help if used in my course?

Yes____ No____

15. Have I taken special summer work in college to improve myself as a driving instructor?

Yes____ No____

These are a few of the questions that every driver education instructor should be able to answer rightly if he or she is to be considered a first-class teacher. Otherwise he or she is merely coaching students for the driver's license examination . . . which 99 per cent or more would probably pass without regular instruction at all.

How did you do? All the answers should be *Yes*, except 5(b), 11, and 13 which should be *No*. For your percentage score, multiply each correct answer by 6-2/3.

Put your score here: _____per cent●

The Painful Facts

by Irmagene Nevins Holloway
Educational Consultant
Greater Cincinnati Safety Council

A six month study in Cincinnati filled in the painful picture of non-fatal accidents in that city and county at all age levels. What was discovered for the age bracket 5 to 18 years may be helpful to you in organizing your safety education program. Here are . . .

YOU hear it often . . . "Accidents will happen!"

And those of us in safety work cannot help adding mentally . . . "But so many of them could be avoided through thought and precaution."

In order to learn the true picture of non-fatal accidents in Cincinnati and Hamilton County, Ohio, a community accident survey was conducted from February 1 through July 31 of last year. This project reported on all persons admitted to a hospital as a result of any accident during the six-month period.

The survey was initiated by the Greater Cincinnati Safety Council. Hospital Care Corporation enlisted the co-operation of the Southwest District Hospital Association. The Cincinnati Health Department and the Cincinnati Public Health Federation gave guidance to the study. In the statistical phase, assistance was received from the Union Central Life Insurance Company and the International Business Machines Corporation. The final report was printed by the Cincinnati Milling Machine Company.

Here we will record only that section of the overall report which deals with school-age children. The facts are these:

▶ During the six-month period, 4,494 boys and girls between the ages of five and 18 were injured seriously enough to be admitted to

This isn't your well-mannered classroom, of course . . . anyway, true classroom hazards are not of this so-called humorous type. But, says this author, learning is not always an easy procedure; sometimes it does involve hazards. Failure to follow directions, inability to recognize hazards, and carelessness can lead to school-age accidents.

hospitals for treatment. This represents 28.6 per cent of the total number of persons (15,730, all ages) in the master report.

▶ Boys were more frequently injured than girls . . . 3,024 boys (67.3 per cent) against 1,470 girls (32.7 per cent).

▶ As determined by hospitalization, 6.3 per cent of the boys and girls were seriously injured. Many others were incapacitated for months and attended school wearing bandages or on crutches.

▶ *Home accidents* (including yard and garden) accounted for 55.2 per cent of the total number occurring to school-age children. Boys were injured most frequently in the yard and on steps, while girls were injured most frequently in the kitchen and in the yard.

▶ *Traffic accidents* accounted for 15.1 per cent of the accidents. Of this number, 15 per cent were serious accidents, again as determined by hospitalization. More than one-third of these serious traffic accidents involved bicycle riders. The child between age one and 12 was more frequently injured as a passenger and pedestrian; between 12 and 15 years of age he was involved as a driver.

On reaching driving age, boys were frequently involved as the operator of the motor vehicle, while girls were injured principally as passengers. Seventy per cent of the accidents to those between 16 and 18 years were directly associated with the automobile.

Smaller children (age 1 through 12) were involved in pedestrian accidents. Their inability to cope with the complexities of modern transportation and need for greater protection is evident in these statistics. In traffic accidents, 44.7 per cent were classified as hit by cars, 35.8 per cent suffered cuts, and 18.2 per cent suffered falls. Many falls were inside the car and involved very young children.

▶ *Public non-traffic accidents* accounted for 14.6 per cent of the accidents to school age children. These were largely due to participation in sports. Even though the survey covered a part of the summer months, few water accidents were reported. Unfortunately, swimming fatalities are high for the school age child. Undoubtedly the reason for the small number of water accidents is due to the absence of injury involvement if rescued from the water.

▶ *Occupational accidents* accounted for 2.5 per cent of the total number.

▶ *School accidents,* less serious generally than other classifications, accounted for 12.4 per cent of the total. Further study showed that girls aged 12 and boys aged 16 had the most accidents.

School accidents by place of occurrence are: grounds, 41.3 per cent . . . gym, 25.8 per cent . . . building 25.0 per cent . . . shop or laboratory, 7.9 per cent.

The most frequent types of injuries suffered were cuts, lacerations, or puncture wounds. These were of the head, hand, arm and lower extremities.

Simple fractures involved the following body areas in the order listed: upper arm, lower arm, hand (including fingers), and lower leg. Four compound fractures involved the skull (one), the hand including fingers (two) and the upper arm (one). Sprains, dislocations and joint injuries involved the ankle most frequently; next came the finger, wrist, elbow, vertebra and knee. Abrasions, contusions and other superficial injuries were largely to the hand (including fingers), arm, and lower extremities.

One important conclusion derived from the study was that the majority of school accidents have their origin in the behavior of the child. Actions to watch with care are the use of parallel bars in gym, pushing at water fountains, leaning too far out of windows, running in the halls, pushing on the stairs, throwing glass, and tilting chairs.

Yes, we learned in Cincinnati, accidents can happen . . . anytime, anywhere and to anyone. But accident prevention shows the relation of what the child does to (first) the hazards involved and (second) his responsibility for the safety of others.

Learning is not always an easy procedure. Sometimes it involves hazards . . . hazards which carry with them the possibility of serious accidental injury. Imitation, failure to follow directions, inability to recognize hazards, and, most of all, carelessness, are major reasons for these school-age accidents.

Accident prevention programs in the schools are urgently needed. Safety can be taught just as any other subject, perhaps even more easily because its immediate value can be "put across" to the student. And once the student has been made aware of the hazards of his school days he is apt to approach situations more carefully, and so be involved in fewer accidents.

All of which points to the hope that we may be able to say in the future: "*Fewer* accidents will happen . . . anywhere, anytime, and to anybody."

Cincinnati "Plays It Safe"

Weekly TV show, police sponsored, moves from the channels to the school circuit as well, publicizing answers for safe living among elementary school children.

"Signs of life" are boldly displayed on Cincinnati's prize-winning TV show, "Play It Safe." A young contestant is pictured about to give the answer to a safety question as quizmaster Bob Shearwood and other contestants stand by.

EACH Saturday morning in Cincinnati, school youngsters and their parents rise early to tune in TV from 8:15 to 9 a.m. They dial WCPO-TV, sit back to watch friends or relatives in action on "Play It Safe."

This is the participation quiz show sponsored successfully by the Cincinnati Police Department for the past three and one-half years . . . and which, in 1951 and 1952, won for the station the Alfred P. Sloan Radio-TV award for highway safety.

Recently, while continuing its weekly TV appearance, "Play It Safe" has added a series of regular school programs to its schedule. Making in-person visits to the elementary schools of greater Cincinnati, the production thus reinforces the safety work begun and currently continued on the air, at the same time makes it possible for a greater number of school youngsters to participate in the safety education thus offered.

As with many TV quiz games, "Play It Safe" involves a number of contestants . . . six in this case, divided into two teams of three each. The game is played by each contestant spinning the hand of a large square board numbered one to 16. Whichever number the hand points to at the time it stops is the number of the question asked by Quiz-master Bob Shearwood, patrolman of the safety education section of the Cin-

cinnati Police Department, whose efforts have done much to further the success of the program.

Shearwood reads his questions from a book made up to cover interest areas in safety for young people. For example, numbers 4, 8, 12, and 16 on the "Play It Safe" wheel are sports and home safety questions. Should the hand stop on one of these numbers the contestant may be asked a question concerning baseball, basketball, football or the like, whichever he chooses. Scoring follows the baseball pattern . . . a correct answer counts as a run. An incorrect answer is greeted with the sound of a buzzer and the next player gets a spin. Number of innings is determined by the time available.

Quizmaster Shearwood takes his TV show to schools, quizzes youngsters on safety, provides an incentive for learning safe practices in many fields.

At the end of the game, score for each team is totalled. On the air, the team with the most runs receives a choice from prizes donated by the Queen City Lodge No. 69 Fraternal Order of Police. When the game is played in school, the winning team receives a certificate of merit.

At school presentations of the program the six contestants are picked by a teacher or principal. Contestants for TV are selected, in order received, from a list of names suggested by teachers, group leaders, parents or guardians. Winners on the TV program, as well as the winners in each school presentation, are eligible to try for entrance in a final safety bee, held every May.

For entrance in this safety bee all "Play It Safe" winners are asked to complete a paragraph on safety in 50 words or less, send it immediately to Patrolman Shearwood. Judged monthly by the Cincinnati chief of police, a member of the staff of the Cincinnati Post, and a representative from the Greater Cincinnati Safety Council, three of these entries each month qualify their young authors for appearance on the special May program.

This year's winner of the safety bee will receive an all-expense paid weekend in Detroit for him (or her) self plus one parent. The trip will be made via air; the Detroit stay will be at the city's leading hotel; there will be a car at the disposal of the winner and parent throughout their stay. But others in the safety bee will also profit . . . ten in all will take home prizes donated in the interest of safety by various business concerns of the city. And all participants, plus the watching audience, will learn something from the program.

Is "Play It Safe," at school and on TV, popular with the young people of Cincinnati? The answer is an enthusiastic "Yes" . . . evident from the show's rating of "2" in the greater Cincinnati TV area and the fact that Patrolman Shearwood has a waiting list of contestants now "seven months long" . . . in advance!

●

McComsey passes away . . .

Sanders P. McComsey, Dean of Instructions at the State Teachers College, Millersville, Pa., was found dead of a heart attack in his office on January 10.

During his 35 years as an educator Dr. McComsey had made a considerable contribution to safety education in his state, particularly at the college level. Active in the annual Pennsylvania Association for Safety Education Conference . . . he served as chairman of the conference on college safety education in 1953 and consultant to the same group last year . . . on the very day of his death he had accepted an invitation to chair the college section of the 1955 conference this month.

Dr. McComsey was a graduate of the Millersville Normal College, now the teachers college of which he was dean at the time of his death. He studied also at the University of Grenoble in France, had two degrees from the University of Pennsylvania.

Football Fatalities Higher in '54

Study by committee of American Football Coaches Association shows doubling of high school direct fatalities in past year. Committee calls for physical examinations, greater emphasis on tackling and blocking practice.

FOOTBALL fatalities in 1954 showed the highest total since 1949 and were almost seven per cent higher than the average in the 23 years that records have been kept.

So reported Dr. Floyd R. Eastwood of Los Angeles State College, chairman of the committee on injuries and fatalities of the American Football Coaches Association, in a report to the board of trustees of his association early this year.

As a result of the rising number of football fatalities, Dr. Eastwood's committee made the strongest recommendations it has made since 1931, when it took over the task of tabulating and analyzing football injuries. Six of the seven recommendations dealt with physical examinations and medical matters, the seventh with emphasis on tackling and blocking practice.

There were 19 direct and six indirect football fatalities in 1954, the committee found. This is a total of 25, compared to totals of 19, 10, 20, 19, and 26 in the five preceding years.

The most disturbing factor to Dr. Eastwood was the rise in high school direct fatalities, which increased from six in 1953 to 12 in 1954. This was the highest total since 1947, and has been exceeded in only four previous years of the study.

There were two direct fatalities in college football, two in professional or semi-professional, and three in unsupervised or sandlot play in 1954.

Sixteen out of 19 of the direct fatalities in 1954 were caused by blows to the head, Dr. Eastwood said, and the percentage has increased steadily over the years of the study. The major number of fatalities occurred during a regularly scheduled game, according to the complete report of the committee, which also indicated that a football player is most prone to injury during the first five minutes of entering a game or practice.

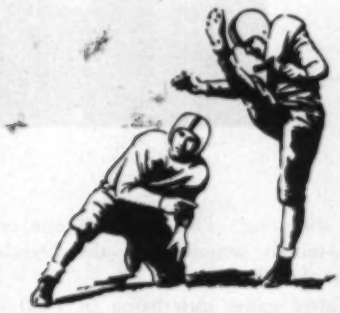
Most of the indirect fatalities were due to heart conditions, not originating in football play.

In every case where the committee has examined headgear worn by a fatally injured player, Dr. Eastwood said, the head suspension

has been weak or faulty. Since 1942 this committee has emphasized the need for improvements in headgear design and for daily inspection of headgear in actual use.

Somewhat briefed, Dr. Eastwood's specific recommendations to the board were:

- **that every football player be required to have a complete physical examination before the season starts and again in mid-season.**
- **that no boy with a history of heart abnormalities be allowed to play.**
- **that every concussion be X-rayed immediately.**
- **that every serious concussion be studied with the encephalogram.**
- **that players suffering serious concussions be barred from further play.**
- **that no institution be allowed to play a football game unless a physician is on duty on the field.**
- **that continued and increasing emphasis on tackling and blocking practice throughout the season be maintained.**



Football fatalities seem to run in cycles, Dr. Eastwood says, and there would appear to be two more years for the present cycle to run before we might expect a reduction. If such is true, he warned, each coach should be acutely aware of the situation, both while he is planning his season and while he is instructing his players.

Admitting that football is a hazardous sport, in the summary of facts accompanying the full report the committee nevertheless compared fatal accidents in this sport with accidents in drowning, firearms and traffic between the ages of 15 and 25 years. Using National Safety Council statistics, they found football to be safer for this age group than is swimming, hunting or driving a car●

Vey is Manager, Traffic and Transportation Dept., NSC

ARNOLD VEY, director of the New Jersey bureau of traffic safety, has been named manager of the Traffic and Transportation Department of the National Safety Council.

Mr. Vey will have charge of the Council's activities in the entire field of traffic and transportation safety, including direction of the National Inventory of Traffic Safety Activities, participated in by all 48 states and more than 800 cities. The Council's extensive commercial vehicle and fleet safety program will also be under his direction.

Mr. Vey was New Jersey traffic engineer from 1930 to 1952. During that time he helped pioneer the concept of divided multiple-lane highways, now a commonly accepted lifesaving principle in highway design. Since 1952 he has directed the state's bureau of traffic safety.

During World War II he had an outstanding record in the Army transportation corps, holding various important commands responsible for moving supplies over the Burma Road in the China-Burma-India theater.

A member of the Institute of Traffic Engineers, he holds several New Jersey committee posts in traffic and civil defense. He is chairman of the department of traffic for the Highway Research Board, and a member of national committees on laws and ordinances and uniform control devices.

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reductions for women . . .

Allstate Insurance Company is making rate reductions averaging 40 per cent on automobile liability and collision insurance for women drivers under 25 years of age in 32 more states and the District of Columbia. The new rate was effective the first of February. Adult rates are being given to young women drivers of policies written on and after that date; if the car is regularly driven by a male driver under 25, the higher young driver rates apply.

The granting of adult rates to women drivers under 25 is based on the differences in driving practices of young men and women, the company said. The mileage driven by young women is considerably less than that driven by young men and young women are less apt to be driving cars during late evening and early morning hours. This materially reduces their exposure to auto hazards. Also, said the company, "We believe they are far more careful in their driving habits than are young male drivers."

Left: Overbrook safety patrol stands guard as students move through hall in orderly fashion. Below: Patrol poses for group picture on school steps.

This Patrol Is Different

. . . and its members are courageous in their efforts to be as effective for safety as their fellow patrols throughout the country.

by Louis Stevens
Keystone Automobile Club
Philadelphia, Pa.

IN Philadelphia, there is one school safety patrol that is distinctly different.

These boys and girls leave their classes early, just like other patrols, adjust their belts with the same care. But they do not go out into the streets. Rather they take posts on stairways, in the halls and in the center of the huge rotunda of their especially designed building.

Also, these patrol boys and girls do not hold their fellow pupils back by standing in front of a group with raised arms. In fact, they do not direct them by gesture at all. Their guidance is given vocally in quiet conversational tones.

Why is their technique different? Because the children these patrols direct may never see the patrol at all. In fact, the members of the patrol perhaps never distinctly see the people they are directing. This patrol is one of the popular student activities at the Overbrook School for the Blind.

The patrol came into being in 1950 when Overbrook students themselves voted to form a regular school patrol. The Keystone Automobile Club, active in organizing and developing school safety patrols since 1938, was called on for assistance. A special meeting of the volunteer patrol members served to outline the special duties involved.

Principal activity of the group is to patrol traffic within the building as classes pass. Undue noise and confusion present special problems in the movement of those whose sight is impaired. The patrol sees to it that the pedestrian traffic of the group is orderly, quiet and efficient.

Overbrook's patrol, like all others, helps the student body develop safety habits valuable in school and out. The success of the group's efforts is reflected in the fine safety record of the school●

APRIL
1955

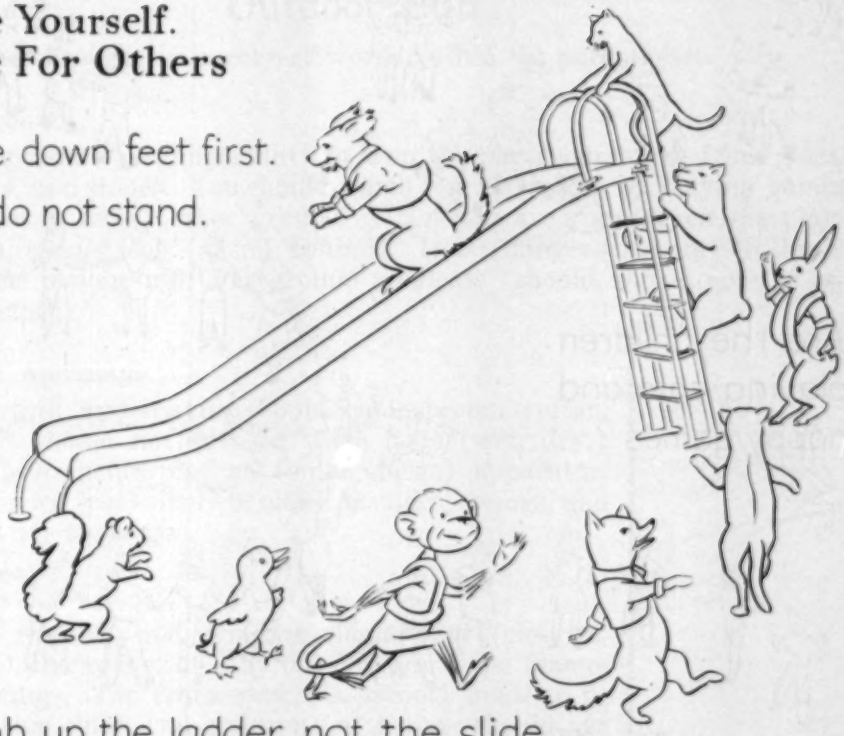
Lower Elementary

Safety LESSON UNIT

Sketch S-0205A

Be Safe Yourself.
Be Safe For Others

1. Slide down feet first.
2. Sit, do not stand.



3. Climb up the ladder, not the slide.
4. Wait for the one ahead of you to get out of the way

Do This:

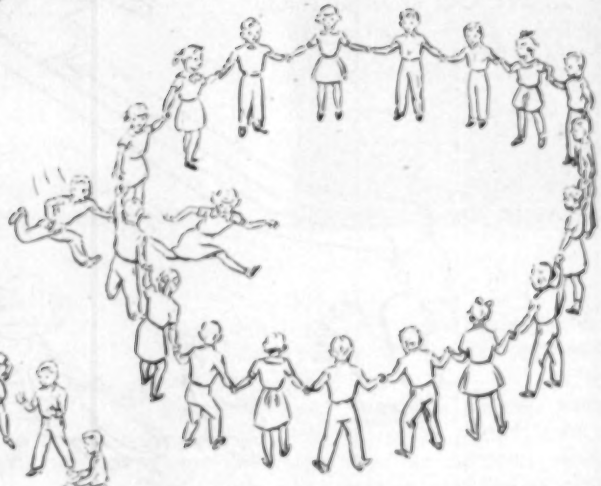
Make booklets of pictures and rules like this, for the see-saw, swings, and other play equipment on your playground.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

A Safe and Happy Playground

Do you see any games here that you know?

Are the children playing safe and happy games?



Tell about other games that are fun and safe to play.

Answers: Three deep; Rover, Red Rover; Cat and Mouse; Dodge Ball.

Sketch S-0205A

APRIL 1955

Upper Elementary

Safety LESSON UNIT

Outdoor Fun

Draw a line through the incorrect words within the parentheses.

The Playground

It is (important, not important) to keep the playground free from glass, nails, bricks, and stones. You should watch out for others by playing games (close to, away from) other groups. When you are running on the playground, you should look (ahead, behind). It is (dangerous, safe) to throw stones on the playground. Playground accidents (should, should not) be reported promptly.

Playground Apparatus

Playground apparatus should be inspected (often, seldom). It should not be used when it is (wet, dry.) Little children should play on (small, large) apparatus. Falls are (more, less) likely to occur on slides, swings, and teeters that are too large.

Swings

Children who are not swinging should stay (close to, away from) the swings. (Stay off, climb on) the framework of swings. The framework (is, is not) made to be climbed. (One child, two children) at a time should use a swing. The child swinging should be (standing, seated). If a ball rolls under the swing get it while the swing is (moving, standing still).

Teeterboards

You should (sit, stand) on the teeter. You should hold on with (one, both) hands. Always (face, have your back

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toward) your partner. Warn the child at the other end (after, before) you get off. (Let go, hold on) so the other child can get off safely.

Slides

Climb up the (slide, ladder). (Start, Wait) before beginning to slide if a child is standing at the bottom. (Sit down, Stand up) while sliding. Keep your hands (on, off) the sides when coming down the slide.

Baseball

A good place to play ball is the (street, playground). Look (to the right, both ways) before going into the street after a ball. Use a (soft, hard) ball if you are playing in a small field. The batter should (drop, throw) the bat after hitting the ball.

Kites

Fly kites where there (are, are no) electric wires. If a kite falls on a wire (climb, do not climb), a pole to get it. The use of wire, or string with wire in it, is (dangerous, safe). (Wet, Dry) string is a conductor of electricity.

Construction Work

It is (against the law, not against the law) to play on or around buildings under construction. It is (safe, dangerous) to play around construction work because you may (fall off ladders or scaffolds, be bitten by a snake). Also there is constant danger of being (lost, hit by falling material).

Railroad Trespassing

A person is trespassing on railroad property if he walks on the (railroad tracks, sidewalk crossing railroad tracks). It is (against the law, not against the law) to trespass on railroad property. Trespassing on railroad property is (dangerous, safe) because (you may be run over by a train, it is a good place to walk).

SOME THINGS TO DO:

1. *Discuss conduct on the playground. Make a list of suggestions for making the playground safer.*
2. *Draw up a list of safety rules for each piece of play apparatus on the playground.*
3. *Prepare a list of good games to be played on the playground. Look up in the library new games and be prepared to tell the class how to play them. Tell the safe rules to follow.*
4. *Make a list of the safe places in the neighborhood where children play and tell why you think they are safe. Make a list of any unsafe places where children play and tell why you think they are unsafe.*

APRIL
1955

Junior High School

Safety LESSON UNIT

Sketch S-0206A

YOU: Behind the Wheel

Will You Boost the Cost?

Most automobile liability insurance rates are higher for drivers under the age of 25. These high rates are based on the cold, hard facts that insurance companies pay out more money in claims when younger drivers are insured.

This is not because younger people have slower reflexes than their elders, but rather mainly because they lack the proper attitude. For example, look at the fellow in the poster above. He is courteous and thoughtful at a dance, but becomes reckless and ill-mannered when he gets behind a wheel. Don't YOU be like that.

Many of you hope to have a driver's license soon. Start thinking about the kind of attitude you should have when you get behind the wheel by taking the attitude test which begins on the right.

Driver's Attitude Test

Directions: Circle the number that best expresses the way you feel concerning each of the questions. 4 means "almost always"; 2 means "sometimes"; 1 means "very rarely."

1. Do you think that you should be the one to judge the speed at which you should drive?	4	2	1
2. Would you disregard a "no parking" sign if you intended to park only for a moment?	4	2	1
3. Would you like to be the first one away when the signal light changes from "red" to "green"?	4	2	1
4. Do you think that you should keep your "brights" on if an approaching driver doesn't dim his headlights?	4	2	1
5. Would you feel proud about the times you broke the law and got away with it?	4	2	1
6. If the driver ahead doesn't start moving the moment the light changes to green, should you blow your horn?	4	2	1
7. Would you get angry if traffic got tied up because of other drivers' mistakes?	4	2	1
8. Is it all right to disregard traffic lights at night when the streets are empty?	4	2	1

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

9. Do you feel that the best way to keep pedestrians out of your way would be to lean on your horn? 4 2 1
10. Would you give another driver who is going to make an error, and thereby cause an accident, a break even though you are right? 4 2 1

Add all the figures that you circled. If you scored 24 or more, your driving attitude needs to be improved a great deal. In fact, the lower your score, the better the chances are that you will have a good attitude.

Keep Your Distance

While knowing how to control yourself is one of the most important factors, knowing how to control your car is important too. In fact, both of them go hand in hand. For example, do you realize that your reaction time is mighty important in meeting an emergency. A simple way to illustrate normal reaction time can be demonstrated by doing the following:

Have one student rest his arm on the desk, with his index finger and thumb spread about two inches apart. Have another student hold a dollar bill approximately two inches above the spread fingers. (Crease the dollar bill lengthwise and then flatten out again to insure straightness.) Let the student holding the bill drop it without warning. The other student should try to catch the bill as it drops between his fingers without moving his arm or his hand—just his index finger and his thumb. See illustration below.

This simple experiment will show you that despite the fact you know the bill is going to drop, your reaction is not fast enough to catch it every time. Bear in mind that when you will be driving, you won't know when the emergency is going to arise. Therefore, your reaction time will be even longer.

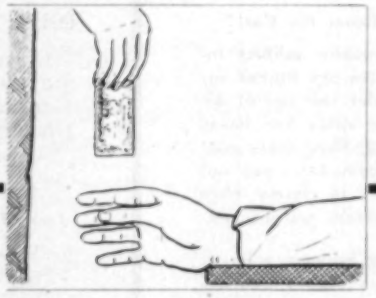

Figure Your Reaction Distance

Shown below is a motor-vehicle-stopping-distance table. Column one indicates the speed of the vehicle, and column 3 indicates the distance needed to stop a vehicle at a certain rate of speed. Fill in column 2 and column 4 and round off all decimals to the nearest whole number.

MPH	Reaction Time (¾ of a Sec.)	Braking Distance (in Feet)	Total Stopping Distance (in Feet)
20		21	
30		47	
40		84	
50		131	
*60		189	
70		256	

***When you do over 60 mph, you are not driving your car—you're aiming it!**

Answers: column 2—22, 33, 44, 55, 66, 77; column 4—43, 80, 128, 186, 255, 333

APRIL 1955

Senior High School

Safety LESSON UNIT

Sketch S-0206A

TO A NEW FOUND FRIEND

Dear Harry:

I was looking through the windows of the school gym last night, watching you young people having a gay time at the prom. I was especially interested in the behavior of the boys. I noticed three or four who were acting in a rather noisy and thoughtless manner. I noticed you too, but you were too mannerly and thoughtful to interest me.

Just before the dance was over, I wandered out into the parking lot to wait for some fellows who looked like they'd be good prospects. I had almost dismissed you from my mind when I saw you back out of the parking space with tremendous speed. I made a dash for your car, barely got in the back seat as you "scratched" off.

I rested my arms on the back of the front seat and watched your driving with eager anticipation. My first thrill was when you went through a full stop sign at 40 mph. Then the time you passed a car on the curve almost caused me to shriek with joy. The best of all was when you ignored the railroad crossing and just beat the streamliner by a scant 10 feet. I was pulling *so hard* for a tie in that race!

You hadn't noticed my presence until the railroad incident. In my excitement, I must have breathed too hard on your neck then because you loosened your collar and decreased the speed of the car. I was about to leave you then, when I noticed you wouldn't dim your lights for approaching cars. Although you came close to realizing that I was hanging over your shoulder, you somehow managed to reach your destination without actually discovering me.

I was amused at the way your girl friend told you off concerning your driving habits. She even said that she would never date you again. Don't be downhearted, Harry. I promise to be your constant companion for as long as you keep your present driving habits. In fact, you'll meet me real soon if you keep on driving the way you did last night.

A secret admirer.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Got Your Letter Yet?

How many of you fellows have a "secret admirer?" You may not want the kind that signed the preceding letter, but are you sure that you aren't already eligible to receive such a letter? For example, can you list the safety rules that "Hot-Rod Harry" violated? There are at least six of them. Have you been guilty of any of the six violations?

Let the Girls Speak

Girls, take ten minutes to think of some of the poor driving habits of the boys you have dated. Then form a panel of 5 or 6 volunteers to discuss in front of the class the safety-rule violations you have experienced. Appoint one girl as moderator so that all panel members will get an equal opportunity to state their views. Also, the moderator should summarize the main points of discussion.

The High "Heel" at the Wheel

Boys, take ten minutes to think about some of the safety violations you have observed in female drivers. Then get 5 or 6 volunteers to form a panel to discuss some of these violations. Be sure that your moderator summarizes the discussion.

Compare and Cooperate

List the main points of both summaries on the board. Analyze them to see if there are common points in each summary. Discuss both lists and form a plan to focus the attention of all concerned on improving driving habits.

Remember, this isn't a contest between boys and girls—nor a debate as to which group drives better. The only winner will be the student who practices safety on the road.

After-the-Prom Reminders

Girls, attention! Check your date's knowledge in regard to the following safety questions. He's a risky date if he can't get 100% on this test. Check your knowledge, too, for future use.

Directions: Check the correct answer.

1. About 80% of all fatal accidents occur while cars are being driven:
   - (a) on a straight highway
   - (b) around sharp curves
   - (c) during a heavy fog or snow

2. Under normal conditions, the most efficient way of applying brakes is by:
   - (a) applying steady pressure
   - (b) pumping the break pedal
   - (c) fanning the break pedal

3. At 60 mph and under normal conditions, stopping distance (including reaction time) is:
   - (a) 186 feet
   - (b) 255 feet
   - (c) 333 feet

4. Normal reaction time—from the time you see danger to the time your foot first touches the brake pedal—is approximately:
   - (a) one-tenth second
   - (b) one-fourth second
   - (c) three-fourths of a second

5. At 60 mph, during the average driver's reaction time (from the time the driver sees the danger to the time his foot first touches the pedal), the car will travel:
   - (a) 66 feet
   - (b) 93 feet
   - (c) 40 feet

6. As a rule of thumb device, it is always wise to allow slightly more than one car length, or 15 to 20 feet, between you and the car ahead for every:
   - (a) 20 miles of speed
   - (b) 10 miles of speed
   - (c) 30 miles of speed

Answers: 1—(a); 2—(a); 3—(b); 4—(c); 5—(a); 6—(b).

Dress For Safety With
Graubard's
Nationally Known Safety Patrol Equipment

"THAT PROMOTES SAFETY"

GRAUBARD'S equipment is nationally known as the school safety patrol equipment "that promotes safety." It does this by fulfilling both of the conditions essential to an effective school safety patrol.

First, it gives the wearer a definite sense of responsibility and a pride in doing his job well.

Second, being "standard equipment" it is recognized by school children and motorists alike, insuring their respect and cooperation.

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RUBBER LEGGINGS	ARM BANDS	PENNANTS	TRAFFICONES

GRAUBARD'S

"America's Largest Safety Patrol Outfitters"
266 Mulberry St., Newark 5, N. J.

For further information on these films, contact the source given after the description. For information on other safety films, contact Nancy Lou Blitzen, Film Consultant, National Safety Council. Miss Blitzen can also send you the March quarterly Supplement to the *National Directory of Safety Films* which is available along with the August and December issues. They are available free on request.

Bicycle Safety

Drive Your Bike (16mm sound motion) black & white or color. 11 minutes. Production date, 1955.

An unusual film based on the theme that most children who ride bikes are looking forward to driving a car someday and, therefore, should learn the rules of traffic safety while riding their bikes so that they will know them when they start to drive a car.

The film compares bike riding with driving a car. It shows how rules of traffic safety apply to both riders and drivers and points up this comparison by imaginary sequences showing children behind the wheel of a car practicing such bad bike riding practices as having a passenger on the handlebars of the bike (shows passenger sitting on front of car); hitching a ride on another car or vehicle (shows driver holding on to a car); as well as other practices unsafe for both drivers and riders. The term "drive your bike" is substituted for "riding your bike" to keep comparisons fresh in the minds of the riders.

Source and availability basis: Sullivan Company, 408 North Glendale Avenue, Glendale 6, California—purchase and preview.

Child Pedestrian

The Safe Way to School (35mm silent slidefilm) color. 25 frames. Production date, 1954.

This filmstrip shows elementary school children observing rules of safety on the way to school. Also has a short sequence on a playground, as well as some classroom scenes. General safety rules in and around the school are also given.

Source and availability basis: Jam Handy Organization, 2821 East Grand Blvd., Detroit 11, Michigan—purchase and preview.

School Safety

Lunch and Play at School (35mm silent slidefilm) color. 25 frames. Production date, 1954.

A safety filmstrip for elementary school children on how to be safe during lunchtime at school. Shows how to drink from a drinking fountain; how to be safe on the school playground; how to go up and down stairs safely; and the correct way to walk in school corridors.

Source and availability basis: Jam Handy Organization, 2821 East Grand Blvd., Detroit 11, Michigan—purchase and preview.

Railroad Trespassing

Hooray for Homer (16mm sound motion) color. 11 minutes. Production date, 1955.

This film is a sequel to "The Happy Locomotive" and "A Close Call for Jimmy" which

"PARKING IS NOW TAUGHT IN THE CLASSROOM"

A 16 mm sound film specifically designed to teach students the ABC's of parking correctly. It does this simply and easily, thus eliminating many repeated classroom lessons, with the result that many students are able to park in their first attempt.

Some of the features portrayed in the film are: (1) a full classroom demonstration; (2) a complete street demonstration and (3) the proper use of a modern Portable Parking Board. Every driving instructor will appreciate a print of this easy-to-understand film for his school. Educators rate its teaching value highly.

16 mm Sounds - $50.00
(Running time 12 minutes)

Also Available on a Rental Basis
$10.00 per Week, plus Postage

BOND SAFETY PROJECTS
Room 101, 542 Calle Santa Rosa Palm Springs, Cal.

were sponsored by the Baltimore and Ohio Railroad Company.

It is in cartoon form and is aimed at discouraging juvenile trespassing on railroad property by showing the dangers in such actions. Scenes show how law is on the side of the railroad company when their property is damaged, but main emphasis is on the safety of the individual as railroad property is dangerous for those who do not belong there.

Source and availability basis: Baltimore and Ohio Railroad Company, Safety Department, Baltimore 1, Maryland—purchase and preview.

●

Esso grant . . .

Herbert J. Stack, Director, Center for Safety Education, New York University, recently announced that another important industry has come to the foreground in providing financial grants for training leaders in traffic safety.

This is the Esso Safety Foundation, which previously gave grants to the Center for Safety Education for training driver educators, to the Yale University Bureau for Highway Traffic for training engineers, and to Northeastern University for courses for police and traffic court magistrates.

The Esso Foundation has now added to this a grant of $15,000, to be divided among six colleges located in regions in the states in which the company operates. This will provide for 145 scholarships of from $70 to $100 to high school and college teachers of driver education who enroll in 60-hour intensive two-week training courses. The courses will include classroom instruction, demonstrations, and practice driving taught by members of the staff of the Center. Textbooks, manuals, and workbooks will be furnished.

Cooperating colleges to be selected for the courses will be primarily private institutions, and will be located in regional centers so that travel expenses for students will not be so high. The New York university course for high-school teachers will be held from June 6 to 19; for college teachers from June 20 to July 1. Courses at other colleges will be announced as soon as arrangements are completed.

HOW TO ORGANIZE A JUNIOR AIR RIFLE CLUB...

Girls of Hickory Street Air Rifle Club (Omaha, Nebraska) seem to enjoy air riflery as much as boys. Miss Julie Buresh (center) has already won most of the junior NRA awards for air rifles.

The Safety Council of Omaha Nebraska has received national recognition for its organization and supervision of a city-wide air rifle club program. Our new 16-page brochure pictures its activities. Learn how your Council can start a BB gun program of proven *safety-benefit* to community, parents, children—using the junior 15-foot (range) spring-type air rifle marksmanship program approved by the National Rifle Association. Send for free copy.

(Left) Stephen Wages, 6, member of same Omaha Club, poses with his Daisy. Note NRA target on carton backstop.

SAFEST TRAINING GUNS Of Their Kind BECAUSE: A Daisy is *not* a pneumatic or compressed air gun. It can't be "pumped up" to increase power. It IS a low "factory-limited" power short range spring-type air rifle—safely used by millions since 1888.

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Send 16-page Brochure. I enclose 10c to help cover postage and handling.

NAME.....

ST. & NO......

CITY.....*STATE*.....

GROUP NAME: .....

BULL

radio and TV . . .

Norman J. Gore, Assistant Superintendent in Decatur, Illinois, recently announced 21 radio broadcasts to be made by elementary patrol members over station WDZ in that city between January 1 and the end of this school year. The 90-second broadcasts are recorded in advance by representative patrol members from the Decatur elementary schools, built around attitudes that can cause accidents as well as safe places to play, and the like. Says Mr. Gore: "Our records this year indicate a need for developing a 'safety mindedness' on the part of pupils. We have had two deaths and some serious injuries to our students. Fortunately we haven't had serious accidents at corners protected by patrols."

Meanwhile, Harold A. Fischer, Supervisor of Safety Education in Pittsburgh, whose article on TV in elementary safety education appeared in the February issue of this magazine, has announced a series of eight half hour programs on the local educational television station. The series covers driver education; Mr. Fischer has prepared a school time study guide to assist the teacher in the development of good attitudes in both new and old drivers. The guides call for discussion before the program, a TV program starring each week one or another driver education instructor of the city and/or local police officers or other authorities, and further discussion of the program after it has gone off the air.

Virginia teen-agers . . .

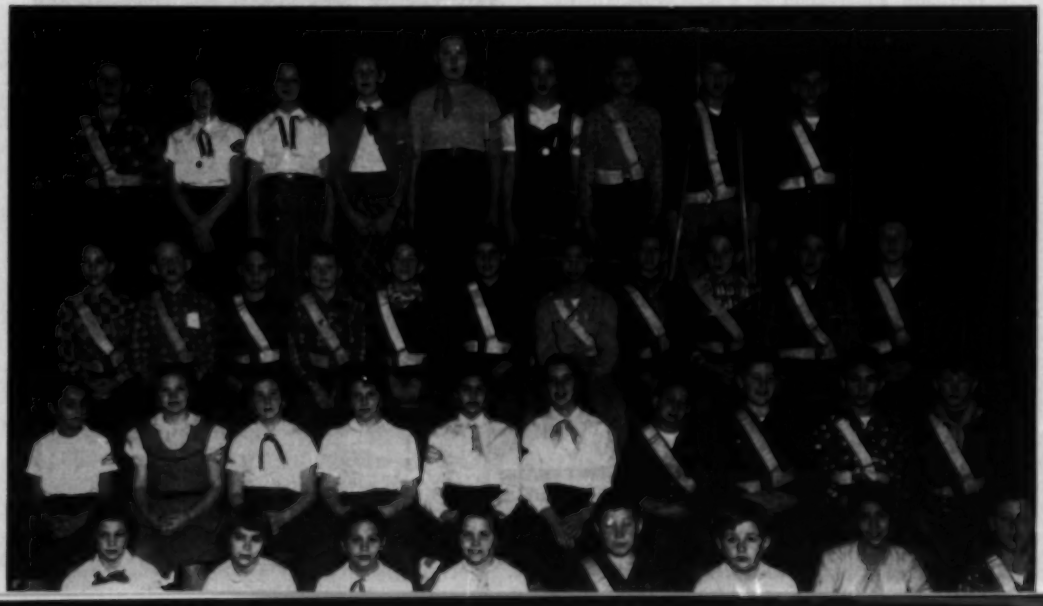
Montgomery County, Va., teen-agers, 100 strong, attended their special traffic conference on January 13, came up with 15 recommendations for improving safety on the highways. Primarily they asked for more safety education in the schools, including an expanded, improved and accredited driver education program in every high school which they recommended be financed through an increased fee for learner permits. They asked also for increased emphasis on learning about the mechanical operation of the automobile.

Their day-long conference was sponsored by safety, school, PTA and teen-age groups.

New York teen-agers . . .

The Rochester and Genesee Valley (New York) Teen-Age Traffic Safety Conference was held this February, sponsored by the Rochester Safety Council, and the Genesee Division of Kiwanis International. Held at the Rochester Chamber of Commerce, the program included a morning discussion of "what is the responsibility of

Fifth grade safety patrol is "responsible, reliable, uses good judgment" at Lincoln School, Highland Park, Ill. Pictured below, they were commended by principal Stanley McKee, who worried about their ability when all higher grades at Lincoln were first moved to another school.



NEWS

TV, TEEN-AGERS, TRAFFIC SAFETY

young drivers to society?", two-hour discussion group and faculty meetings, a luncheon where two speakers discussed youth in relation to city and state traffic problems, and an afternoon meeting at which resolutions were approved by conference delegates.

Dr. Herbert J. Stack, director, Center for Safety Education, New York University, was consultant to the faculty group meeting in the morning, gave a general summary of the conference to close proceedings that afternoon.

film festival . . .

April 4 to 9 are the dates of the American Film Assembly being held this year at the Waldorf-Astoria in New York City. Sponsored by the Film Council of America, the affair is highlighted by the Golden Reel Film Festival. During the two-day festival outstanding 16mm productions are screened in 25 subject categories. Professional juries determine the best film in each category for the Golden Reel Award. Safety is a separate category, with films to be shown on driver education, fire safety and life saving. Also of interest to the safety educator may be films in the categories on citizenship and government and industrial processes.

walking on the green . . .

Mrs. Harvey Rhoda, President, PTA Council, Michigan City, Indiana, whose article "Walking on the Green" first appeared in last October's issue of this magazine, tells us that since publication of the article she has received 16 requests for more information about the project. Moreover, the February issue of the Bulletin of the National Congress of Parents and Teachers reports that "walking on the green for safety" is now becoming a habit among grade school students of Stillwater, Oklahoma. There it was the city's Kiwanians who purchased materials and contributed their labor to paint all school crosswalks green . . . on the suggestion of their PTA and following the example of the Indiana city.

first for South Carolina . . .

South Carolina's first youth traffic safety conference was held in Columbia on October 6 of last year. Sponsored by the driver education and safety association of the state, in cooperation with the state department of education, the state highway department, the AAA and the Carolina Motor Club, the conference opened with the theme that "young people . . . yes, teen-agers . . . have good ideas, too."

High school students representing 48 schools participated in the full day of serious deliberation, presented resolutions in the areas of activities for student safety councils; sportsmanlike driving; action of traffic officials, enforcement officials, parents and others; and driver training and licensing.

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No. 10 PATROL SETS $7.95

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• Crossing Guard Raincoats, Supplies

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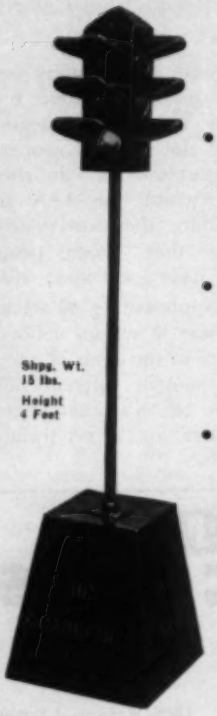
MAKE SAFETY TEACHING EASIER with the NEW

MINIATURE TRAFFIC LIGHT



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Height 4 Feet

- Duplicates actual stop-and-go lighting cycles.
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- Has sturdy, yet light-in-weight construction for easy handling and long service life.

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NOW YOU CAN duplicate true traffic situations right in the classroom! The new Traffic Light Instructor which is manual in operation, duplicates the actual lighting cycle of real traffic signals. *Just 4 feet high,* the Instructor Light is ideal for elementary schools, high school and driver training schools. It's all-metal constructed, with shatter-proof plastic lenses. Operates on any 110 volt outlet. No special wiring needed—just plug it in. Comes complete and fully assembled. Place your order NOW!

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Iowa takes action . . .

The editorial pages of the Mason City *Globe Gazette* for the week of January 24 and a page from the Des Moines Sunday *Register* of January 23 present stories of interest to school safety, and specifically to driver education in the state of Iowa.

The first Mason City editorial shouted "hurray"—in actual words—for their governor Leo Hoegh and his attitude that the state must provide grade A facilities for the present generation of students. The second editorial discussed a bill now before the Iowa legislature to require all high school pupils in the state to take driver education courses, stating that this "could be the one biggest thing that ever happened in the field of traffic safety in Iowa."

The *Register* article, discussing the same legislation, indicated that 25 representatives had joined in introducing the bill in the Iowa house. The instruction in safety and the operation of a motor vehicle, if the law be passed, will begin "not later than the opening of the ninth grade and continue in the high school course to an extent to be determined by the superintendent of public instruction." A proposed amendment would include private academies or schools, such as parochial schools, within the scope of the proposed law. The article also stated that specialists in driver training don't think the state has enough qualified teachers to put the program into effect in all schools by next fall should the law be passed; they agree however that it could be done by September of 1957.

school buses in Illinois . . .

Illinois law, motorists in that state were recently reminded, requires a driver to halt when a school bus stops to pick up or unload children. The stop is required even if the motorist is traveling in the opposite direction on the far side of a four-lane, divided highway.

The opinion was issued by Illinois Atty. Gen. Latham Castle, in response to an inquiry from the States Attorney, James P. Kellstedt of Peoria County. In explaining his opinion, Castle said that the statute makes no specific mention of the type of highway on which the traffic halting requirement applies.

state master school bus driver for Florida . . .

Nineteen hundred fifty-four witnessed the first state-wide attempt to recognize the outstanding service of Florida school bus drivers. Certificates were presented to 13 drivers selected by local

officials as Master School Bus Drivers for their county. From this group, one person was chosen State Master School Bus Driver. He was W. E. Hanger, a school bus driver of Pinellas County; a bronze plaque in recognition of his achievement was conferred at the Eighth Annual Highway Safety Conference of that state.

Hanger has driven a school bus for nine years. During this time he used his bus as a classroom for an outstanding safety program. Pupils riding his bus repeated a safety slogan daily, organized a safety club, drew hundreds of posters depicting the idea of safety and proved that children could be model passengers and capable of helping to make their own transportation safer.

Ronald D. Patterson, left, is new safety supervisor in Detroit following the late Gordon Graham.

Patterson is Detroit supervisor . . .

Ronald D. Patterson has been named Supervisor of Safety Education for the Detroit Public Schools, to fill the vacancy caused by the death of Gordon Graham.

Mr. Patterson has been associated with traffic safety work in the Detroit schools, Michigan State College and New York University for 19 years. First associated with the Detroit schools when he was graduated from Wayne University in 1936, he had been on a three years' leave of absence, prior to last September. During the leave he acted as safety consultant in school bus transportation and driver education at Michigan State, spent one year teaching and studying for his Ed.D degree at the Center for Safety Education. Last September Mr. Patterson became director of driver education at Northeastern High School, filling this position until his new appointment in mid-December.

In his new position, Mr. Patterson has supervision over all safety matters in Detroit schools, including child safety, driver education in high school, fire safety and inspection of buildings and playgrounds.

patrol hero . . .

An Italian immigrant school boy of Pittsburgh, Pennsylvania, was recently cited, posthumously, for exceptional bravery.

John Minadeo, 16, was awarded a bronze medal by the Carnegie Hero Commission. A school patrol captain, the young man had been killed last October 7 trying to save the lives of his fellow pupils.

He was at his post outside Gladstone Junior High School shortly after 3 p.m. when an auto lost its brakes, careened toward children about to cross the street. John remained at his post with arms outstretched, trying to hold back pupils who had not seen the car. The auto struck him and one student, killing them and injuring four other youngsters.

For his heroism Federal Judge Wallace S. Gourley awarded John "honorary" American citizenship and the Board of Education renamed its new Roosevelt school in his honor. The young hero had come to this country with his parents four years ago.

Another teen-ager cited by the commission was David S. Jenkins, 15, of Scranton, Pennsylvania, who saved a boy companion from drowning.

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Bulletin Boards:** A leaflet describing changeable letter boards for lunch rooms and corridor directories, and a cork-backed bulletin board for announcements and other posting material. A. C. Davenport Co.

2. **Portable Safety Signal:** Folder on a portable traffic control for school crossings. Portable, easily moved, it is sturdily constructed, weather-proof, and can be seen from a long distance in all kinds of weather. American Safety Signal Corp.

3. **Exit Devices:** Catalog of self-releasing fire and panic exit latches that give the utmost in safe, sure exit, with quick, smooth operation. The precision forgings add beauty, character and distinction to doors. Vonnegut Hardware Co.

4. **Safety Patrol Equipment:** A circular on safety patrol equipment including: Sam Browne belts, arm bands, badges, safety and school buttons, raincoat and helmet sets. American Badge Co.

5. **Athlete's Foot Preventive:** Information on a sponge rubber foot mat and solution that steps up resistance of the feet, making the skin unsuitable for the growth of athlete's foot fungus. Onox, Inc.

6. **Portable Hot Food Liquid Carriers:** Providing a means by which hot foods, soups, and beverages can be prepared in a central location under one supervision and distributed hot, miles from the kitchen, is described in a four-page pamphlet. Vacuum Can Co.

7. **"Color Dynamics":** Booklet that explains how color can be utilized to stimulate both pupils and teachers alike. Schoolrooms may use color arrangements in keeping with the activities for which the rooms are used. Pittsburgh Plate Glass Co.

SAFETY EDUCATION APRIL, 1955

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New York safety convention . . .

Five days of conferences start in New York April 11 for 11,000 safety experts. The occasion: the city's 25th annual safety convention and exposition, to be held in the Hotel Statler under the sponsorship of the Greater New York Safety Council and 71 cooperating agencies.

There will be 58 meetings, covering almost all fields of traffic, home, industrial, public, and school safety, and more than 200 addresses by federal officials, scientists, local law enforcement officials, safety engineers, industrial executives and educators.

quote from Omaha . . .

The South High Tooter, Omaha, Nebraska, ran an editorial January 21 that bears quoting almost entirely:

Getting the family car, picking up some friends, and heading for the favorite coke spot is loads of fun. Anyone will agree with that.

We have a feeling of worldliness as we feel the movement of the steering wheel and the intricate parts of the car respond to our every touch.

As we discuss the latest fads around school or the happenings of last night's date with our best friends, we often forget that in our hands, placed so lightly on the piece of plastic called a steering wheel, we hold not only our lives, but the life of every person in the car.

If we forget this just once, it could result in a serious accident, which could be injurious or even fatal to us, our friends, and even total strangers.

So the next time Dad hands over the keys, let's stop and think of the responsibility he's placing in our hands, as well as the pleasure.

If used unwisely, those keys are more dangerous than a loaded gun.

courses in traffic training . . .

"Accident Investigation" and "Traffic Law Enforcement" are being offered this spring at the Traffic Institute of Northwestern University, two of a series of short courses in traffic training for police. The three week course in accident investigation began April 1, stresses best procedures for discovering the "direct, immediate, and early causes" involved in a motor vehicle accident. The enforcement course will be conducted May 2 to 20 and is designed for police administrators with responsibilities in this area, as well as for potential command personnel. The course will cover planning and evaluation of traffic enforcement programs.

She shot the ashes off the Kaiser's cigaret

HER name was Phoebe Mozee and she was born in Darke County, Ohio, in 1860, and she could shoot the head off a running quail when she was twelve years old.

Once, at the invitation of Kaiser Wilhelm II of Germany, she knocked the ashes off a cigaret he was holding in his mouth.

When she out-shot the great exhibition marksman, Frank Butler, he fell in love with her and married her and they were ideally happy together for the rest of their long lives.

She could handle a rifle or a six-gun with an artistry unsurpassed by that of any human being before her time or, probably, since. And when she appeared with Sitting Bull and other notables in Colonel Cody's Wild West Show, she thrilled your father and mother—not as Phoebe Anne Oakley Mozee but as "Little Sure Shot," the immortal Annie Oakley.

Annie Oakley, the poor back-country orphan girl who made her way to world-wide fame, was the very spirit of personal independence. That spirit is just as much alive in our generation as it was in hers. It is among the great assets of our people—and our nation. And it is one very great reason why our country's Savings Bonds are perhaps the finest investment in the world today.

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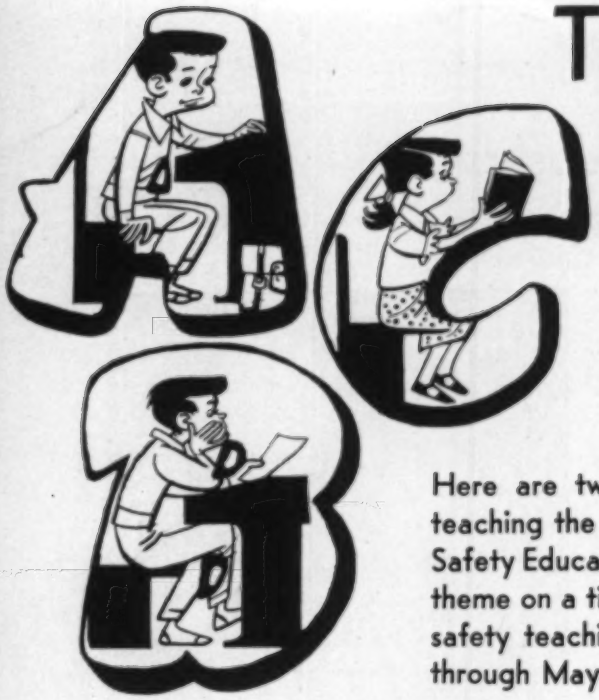

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LESSON UNITS . . . Here is factual information, suggested student activities, interesting quizzes and tests designed so they can be used as pupil worksheets. Prepared for four grade levels—Lower Elementary (1 to 3), Upper Elementary (4 to 6), Junior High (7 to 9) and Senior High (10 to 12). Lesson Units for Junior and Senior High also include safety projects for correlation with various courses.

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POSTERS . . . While the Lesson Units are used as teaching aids, the colorful, eye-catching Safety education Posters will keep reminding the students of the lesson they learned for the remainder of the month. Two 8½ x 11½", 2-color posters are issued each month, one for elementary schools, the other for secondary schools.

QUANTITY PRICES	1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 or more copies
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